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ABSTRACT

This Child Development Associate (CDA) training module, one of a series of 18, provides a guide to establishing a safe and healthy preschool environment and promoting health and safety practices among preschool children. Upon completion of the module, CDA trainees are expected to be able to create a safe learning environment for children, recognize and correct safety hazards, teach and promote safe work and play habits, systematically report safety information to parents, handle emergency situations, and provide emergency treatment for accidents, illness, and injury. Terms are defined and a self-evaluation procedure is indicated in early sections of the module. Subsequent chapters discuss teachers' responsibility for safety in the preschool, ways of teaching safety habits to young children, first aid, and activity development. The module also provides 14 learning activities, ranging from resource unit development to drills for emergency situations, for the CDA trainee. Supplemental reference books and organizations, pamphlets, films, and filmstrips are listed. (RH)

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ED186136

CHILD DEVELOPMENT ASSOCIATE

PS011433

Safety for Young Children

OKLAHOMA C.D.A. ADVISORY COUNCIL AND OSCAR ROSE JUNIOR COLLEGE

CHILD DEVELOPMENT ASSOCIATE

The Child Development Associate Pilot Project, funded by the U. S. Department of Health, Education and Welfare, Region VI, Office of Child Development, was awarded to Eastern Oklahoma State College in the fall of 1973, where during the next two years, draft materials for competency-based training was developed. In the fall of 1975, Oscar Rose Junior College was contracted to review and revise the materials for publication. The following individuals have provided the expertise and assistance for completion of the Oklahoma Child Development Associate curriculum materials.

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CHAPTER I

INTRODUCTION

RATIONALE

Protection of the health and safety of children is essential to their total growth and development. Thus, child care personnel must not only provide an environment conducive to positive health and safety practices, but also develop positive habits of health and safety to each child served. A major part of the child development center's curriculum requires the teacher to provide experiences which promote positive health and safety practices in each child in the center.

Teachers in the child development center should be committed to the development of the whole child. They must have the ability to recognize symptoms of illness and injury, to provide appropriate treatment of illness or injury until the child leaves the center, and to recognize and correct safety hazards in and around the center.

Record keeping, as a part of this total health and safety program, is another essential aspect of care. Accurate and up-to-date records enable center personnel to better meet the needs of the children and their families.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Competencies:

I. Establishes and maintains a safe and healthy learning environment.

II. Advances physical and intellectual competence.

OBJECTIVES

Upon completion of this area the trainee will be able to:

1. Create a safe learning environment for children.

2. Recognize and correct safety hazards in and around the center.

3. Demonstrate methods for teaching and promoting safe habits of work and play in the children in the center.

4. Demonstrate the importance of safety to a child's development through systematic reporting of safety information to parents.

5. Demonstrate the ability to handle such emergency situations as fires and tornadoes with a group of young children.

6. Demonstrate the ability to provide emergency treatment for accidents, illness, and injury in the child development center.

CHAPTER II

DEFINITIONS OF TERMS

1. Accident---An occurence that is not expected or intended.

2. Accident prone---One who is a constant victim of unexpected accidents.

3. Egocentrism---The way children view the world during the preoperational stage when they only see things from their own perspective.

4. Enrollment forms---Forms used by an institution to secure needed information, useful in maintaining safety with its students.

5. Environment---The total surroundings in which we live, including all people and all things.

6. First aid---The immediate care given to a person who has been injured or has suddenly become ill.

7. Hazard---A situation that creates the chance of accident or risk.

8. Hyperactive Child Syndrome---A child who exhibits a number of behavioral characteristics including impulsivity, restlessness, inability to concentrate, a high activity level, and inability to remain content.

9. Liability---A person's responsibility for an accident as a result of negligent acts.

10. Negligence---Failure to exercise the care that the circumstances require.

11. Safety---A means of keeping a person free from harm, danger, or risks.

12. Safety objectives---Desired outcome that one strives to reach in maintaining the emotional, physical, and social well being of the children involved.

CHAPTER III

SELF-EVALUATION

To determine your competence in this area, read through the rationale and objectives in Chapter I and check those which you can perform successfully. This will provide an indication of your strengths and weaknesses.

Discuss this evaluation with the trainer/supervisor to determine the classroom and field experiences that will enable you to demonstrate competence in each objective.

If your self-evaluation and interview indicate that you can demonstrate competence in each objective, request an advanced-standing examination from your trainer.

CHAPTER IV

TEACHERS' RESPONSIBILITY FOR SAFETY IN THE PRESCHOOL

RATIONALE

The goals of a quality preschool program are global in scope and strive to meet the intellectual, social, psychological, and physical needs of young children. However, the maintenance of a safe environment must be the first consideration of any program responsible for the care of young children.

Accidents cause more death and injury in young children than disease. Much is known about the factors which contribute to these accidents as well as the procedures which are necessary for providing an environment that is physically safe. To achieve this goal, the total program must be geared toward establishing and maintaining safeguards in regard to center policies, staff responsibilities, structuring of the environment, both indoors and out, and appropriate supervision of and guidance for young children.

The preschool environment which is designed and maintained for safety and which utilizes appropriate supervision and guidance methods also provides the optimum environment for teaching safety practices to the young child.

ESSENTIAL CONTENT INFORMATION

I. Causes of Accidents.

The United States Department of HEW reports that more children are crippled by accidents than by diseases. More children die from accidents than from the combination of cancer, congenital malformations and pneumonia.

A. Most common types of accidents for children ages 1-5:

1. Motor vehicle accidents.
2. Falls.
3. Poisons.

4. Drowning.

5. Fires.

B. Situations in which accidents are most likely to occur:

1. When children are hungry, tired, angry, or confused.

2. When the environment contains safety hazards attractive to children, such as sharp knives, bottles of medicine, open heaters, open electrical outlets, etc.

3. When their environment has recently been changed through a move or a vacation.

4. When staff members and parents do not know what to expect in a child's behavior at a particular stage of development.

5. When the space and equipment within the environment have not been well planned and placed for safety: e.g., overcrowded, traffic lanes blocked, toys too advanced for child, etc.

6. When staff members are at work when ill.

7. When staff members do not get along well with one another.

8. When staff members are having personal problems which preoccupy them at work.

9. When transportation arrangements are unsatisfactory for getting children to and from school and for field trips.

10. When children are accident prone. This may be due to underlying emotional causes or problems in overall development, such as hyperactivity or poor sensorimotor perception.

II. Prevention of Accidents in the Preschool Center.

Accidents are the leading cause of death and injury in young children; yet most accidents are preventable if adults plan wisely and supervise carefully an environment appropriate to the developmental level of the children.

A. Supervision guidelines for maintaining children's safety:

1. Children learn by doing and by imitating adults. Teachers should facilitate the development of safety habits in children through personal demonstration.

2. Teachers must know the developmental stages of children's growth in order to provide a safe environment.

3. The adult-child ratio should meet licensing requirements for the age level of each group of children.

4. Safety limits appropriate for children's protection should be established and maintained for each aspect of the program.

5. Children should be protected, but not overprotected. They learn to function safely and protect themselves if they are guided carefully, rather than instilled with fear.

6. Center staff should be constantly alert to the activity going on in the center; to anticipate and correct beforehand situations that could lead to trouble.

7. Adults should realize that discipline and harsh punishments may not be effective in accident prevention. Other measures are necessary in building the child's use of safety practices.

8. Each area of the center, both indoors and out, should be well supervised when children are present in that area; e.g., during outdoor activity time, teachers are located so that all areas of the playground including the wheel toys, swings, climbing apparati, etc., are supervised when children are present.

9. Children must remain in the center until their parent or another authorized person picks them up. Children cannot be released to any unauthorized person.

10. A record of all children's attendance must be taken daily.

B. Indoor classroom environment:

1. Toys and play materials.

a. Match the age group by which the toy will be used with the age group for which the toy is intended.

b. Fabrics in toys should be fire resistant.

c. Avoid toys with small detachable parts that can be swallowed or placed in the ear or nose.

d. Avoid toys made of lead or painted with lead-based paint.

e. Avoid electrical toys such as an imitation electric stove or iron.

f. Frequently inspect toys for loose or broken parts, sharp edges etc. and repair or discard damaged toys.

g. Store toys in a designated storage area when they are not in use.

h. Never leave toys on stairs, floors, or sidewalks where they may cause accidental injury.

2. Structural maintenance and design.

a. Each room should have two exits which lead directly outside.

b. There shall be a minimum of 35 sq. ft. of floor space per child to prevent overcrowding.

c. No painted surfaces should be painted with lead paint.

d. All rooms, corridors, halls, and stairs must be well lighted.

e. All windows must be screened and the screens latched in such a way that children cannot remove or open them.

f. Remove electrical cords or equipment which show wear.

3. Room arrangement.

a. The area should be arranged to create distinct patterns of traffic.

b. All area rugs should be secured to the floor to prevent possible slipping.

c. The traffic lanes should be kept clear of toys, furniture, and all other items.

4. Use of potentially-poisonous substances.

a. Place all dangerous substances in closed containers, high out of the reach of children at all times.

b. Never store cleaning materials, paint thinner, boric acid, or other poisonous substances in a food or beverage container.

c. Keep all medicines on a high shelf or locked cupboard and put away immediately after use.

d. All medication provided must be clearly labeled with the child's full name and directions for use. One person should be designated to administer medicine to avoid duplication.

e. Use cleaning fluids, furniture polish, fumigants, paint thinners, and paint removers in a well-ventilated room when children are not present.

f. Wash fresh fruits and vegetables thoroughly before serving. Follow directions carefully when using tenderizers or food preservatives.

C. Outdoor environment of the center:

1. Equipment and materials.

a. All stationary equipment should be sturdy and well secured in the earth.

b. All play equipment must be inspected daily to be sure it is free of safety hazards such as protruding nails, splinters, loose ladders etc.

c. Tubs and pools of water should be emptied when not supervised.

d. Low climbing, crawling, and walking equipment should be located where the surface is soft or padded.

e. Certain types of outdoor equipment such as wheel toys and swings should always be supervised.

f. All painted surfaces accessible to the children should be free of toxic paint.

g. Porches, walkways and play areas which are elevated should have barriers to prevent falls.

2. Outdoor play area.

a. The play area should be fenced and have a secure gate.

b. There should be a balance of sunny and shaded areas for protection from the sun.

c. Ground areas should be well drained and free from depressions in which water might stand.

d. Premises must be checked regularly for safety hazards such as broken glass, nails, sharp sticks or other objects.

e. Trash collection receptacles and burning facilities must be separated from child play areas.

f. Outdoor play areas should be arranged so that children are located throughout the area rather than congregated together.

g. Play areas should be arranged so that traffic patterns are clearly defined.

h. Children should be taught not to put plants or leaves in their mouths as some are poisonous.

D. Transportation arrangements for children.

Whether children are coming or leaving school by car or on foot, they should have established safety rules which are always followed. Not only does this help assure the children's personal safety, it also helps them to feel secure and safe.

1. Rules for automobile travel.

a. Children should enter an automobile from the center's driveway, if possible, to prevent going into the street.

b. If center staff drive the children home, they should watch until the children are safely at their doors before starting the vehicle again.

c. Children should enter an automobile on the side opposite the driver.

d. Children should keep fingers away from car doors; adults must observe for fingers in and around car doors.

e. Children should not be permitted to stand next to the driver or to stand on a car seat in a moving vehicle.

f. All doors should be locked before starting the vehicle.

g. Safety restraints should be fastened securely.

h. Children should never be permitted to toss around objects such as toys, pillows etc., in a moving vehicle.

i. Children should never be seated on the driver's lap.

j. Children should be taught to keep their hands off the controls and the dashboard.

k. A child should never be left alone in a parked vehicle.

2. Rules for pedestrian travel.

a. Make sure there is a sufficient ratio of adults to children on center outings.

b. Discuss thoroughly ahead of time and supervise closely the rules for safe walking:

(1) Always cross at corners.

(2) Obey street lights.

(3) Walk, never run.

(4) Stop and look carefully both ways before crossing the street.

(5) Never walk between two parked cars without an adult.

c. Position an adult at the head of the line and also one at the end.

III. Maintenance of an Emergency Safety System.

A system must be organized to effectively care for emergency situations related to safety which might arise in the center.

A. An emergency information card must be kept on file for all children which gives necessary information:

1. A location at which each parent can be reached at all times.

2. A party to call if neither parent can be reached.

3. A telephone number of the children's physicians.

4. A list of any special medical problems the children have.

5. The name of a hospital where each child is to be taken in the event of an emergency.

B. Safety equipment which must be kept on hand:

1. Standard first aid kits.

2. Appropriate fire extinguishers.

a. Class A extinguisher for each floor.

b. Class B extinguisher for each kitchen.

C. Materials which must be appropriately posted:

1. Comprehensive listing of emergency phone numbers to be placed at each phone.

a. Each hospital in the area.

b. Local poison center.

c. Ambulance service.

d. Police.

e. Fire department.

2. Prominently displayed directions for appropriate action in certain emergency situations:

a. Fire.

(1) A floor plan with a marked evacuation route for each area of the building.

(2) A written description of appropriate procedure to be posted by the evacuation plan.

b. Poison.

(1) The telephone number of a local poison center if one is available.

(2) A chart with antidotes for various poisons.

c. Tornado.

(1) A floor plan with marked routes to reach a safe destination.

(2) A written description of the appropriate procedure to follow, posted by evacuation plan.

d. Severe injury or illness.

(1) A written step-by-step description of the procedures staff members follow in the event of serious injury or illness.

D. Emergency drills will be held to train staff for certain types of emergencies:

1. Fire drills---To be held once monthly.

2. Tornado drills.

3. Fire extinguisher use.

4. Mouth-to-mouth resuscitation.

E. Arrangements should be planned in advance with a hospital emergency room for emergency medical care.

IV. Legal Responsibility and Liability in the Event of Injury.

A. Corporation---If the school is owned by a corporation, the corporation is liable in case of legal action stemming from injuries to children.

B. Non-corporation---In schools that are not incorporated, both the owner and the teacher or other adults involved can be held liable for accidental injuries to children.

NUMBER OF CHILDREN ENROLLED IN THE DAY CARE PROGRAM

Less Than 3 Years of Age		3 to 4 Years of Age		4 to 5 Years of Age		5 to 6 Years of Age		Over 6 Years of Age		Total Enrolled For Month: ___	
M	F	M	F	M	F	M	F	M	F	M	F

EMERGENCY INFORMATION RECORD

Child's Name _____

Parent's Name _____ Phone: Home _____

Address _____ Business _____

_____
Name of Person to Contact if Parents are Unavailable

Address _____ Phone _____

_____ Phone _____
Name of Family Physician

_____
Name of Hospital Where Child is Taken in Event of Serious Injury

_____
Hospital Preferred by Family

_____
Signature of Parent or Guardian

How to Operate Your Day Care Program, Wyomissing, PA: Ryan Jones Assoc., Inc., 1970

CHAPTER V

TEACHING HABITS OF SAFETY TO YOUNG CHILDREN

RATIONALE

Safety instruction for young children comes from their daily experiences. Teachers of preschool children should encourage youngsters to promote their own safety and well-being. When children use play equipment and school facilities, the teacher points out appropriate safety habits. The teacher should take advantage of every opportunity to teach principles of safety. Through these measures, the children come to understand the need for safety and what they can do to maintain safety.

ESSENTIAL CONTENT INFORMATION

I. Safety Objectives:

A. Introduce safety factors and procedures in the classroom.

B. Encourage expansion of safety ideas to the child's extended world.

C. Help children recognize hazardous situations in the classroom and on play ground.

D. Develop habits of carefulness and obedience to established classroom rules.

E. Develop alertness and muscular control through rhythmic exercises, play games, and other physical activities.

F. Teach children to cooperate to prevent accidents and the taking of unnecessary risks involving physical danger.

G. Encourage parents to supplement safety learning in the home environment.

II. Frequent Causes of Accidents:

A. When children are hungry, tired or ill.

B. When the supervising adult is rushed.

C. When child-adult or adult-adult relations are strained and tense.

D. When the supervising adult is distracted.

E. When safety hazards---sharp objects, drugs, heavy objects ---are accessible to children.

F. When child's surroundings are changed, such as moving, cleaning, and rearranging furniture.

G. When the children have inadequate or no playground provided for their physical needs.

H. When supervising adults lack an understanding of child development and the appropriate behavioral needs and expectations at the different stages of development.

III. Safety Rules to Teach Young Children:

A. General

1. All children should know the location of fire alarms and exist routes; they must also know the procedures to follow for their safety.

2. Wall plugs, electrical cords, light switches and other electrical apparatus should be left alone.

3. Sharp objects such as scissors, screwdrivers, and other tools should be treated with care.

4. Small objects should be kept away from the mouth.

5. Young children are to cross street only when assisted by an adult; they are to walk across the street, looking both ways.

6. Children must understand the hazards of playground equipment---swings, teeter-totters, merry-go-rounds.

7. The danger of matches should be explained; children are not to use or play with matches.

8. Stairs and railings should be used with care. Children should use railing at all times and walk up and down steps. Objects should not be left on stairs.

9. Children should understand the use of stoplights, signs, and crosswalks.

B. Personal

1. Dress-up clothes (high heels, frilly skirts, etc.) may be worn only indoors.

2. Shoes should be worn during all playground activity; shoe laces are to be tied at all times.

3. Long skirts can be dangerous when a child goes up and down steps.

4. If children are on medication, they may not be sufficiently alert to safely use playground equipment.

5. Bulky clothing, sweaters, and coat sleeves may get caught on playground equipment.

6. Muddy shoes may cause falls; children need to wipe shoes clean.

IV. Sources to Use to Teach Habits of Safety:

A. Stories.

B. Puppets and stick-people.

C. Games.

D. Actual experience (fire drill).

E. Songs.

F. Books.

G. Bulletin board pictures.

H. Community volunteers, such as firemen or policemen.

I. Toy traffic lights, stop signs, and cars.

V. Sample Safety Letter to Parents Concerning Emergency Situations:

Dear Parents:

Learning about safety is an important part of your children's school activity. From time to time they will participate in a fire drill at school. We encourage you to discuss the experience with your children when they tell you about it.

If a real disaster occurs while your children are at school, we urge you to follow the procedure listed below:

1. Do not call the school.

2. Do not come to the school.

3. Community disasters will be reported on the radio. Be sure that your family has a transistor radio and consider it your most important item to rescue. Listen to it for directions.

4. Be assured that the teachers and other school personnel are giving your children emergency care that they may need. We, too, are listening to the radio and will be hearing the same instructions as you.

5. The safest place in case of a disaster is to be off the city streets and out of the way of emergency and rescue equipment.

Thank you for your cooperation.

Sincerely,

The Teacher

VI. Sample Safety Letter to Parents Concerning Parking Lots:

Dear Parents:

Parking lots are a source of danger to young children. May we suggest that you become aware of the following procedures:

1. Enter and leave the parking lot with extreme caution. Be on the lookout for wandering children.

2. Always hold children by the hand when going to and coming from an automobile. Do not let them run ahead of you. They might unintentionally run behind a car that is just starting to back out.

3. Please do not stand in the parking lot conversing with other adults, unless the children are seated safely in the car with the doors closed.

4. On our part, we will take walks to the parking lot with your children and discuss safety precautions with them.

Sincerely,

The Teacher

CHAPTER VI

FIRST AID

RATIONALE

In the preschool environment, accidents may occur regardless of the preventive measures followed. When an accident does occur, it is the responsibility of center personnel to assess the situation accurately and efficiently and to provide the necessary assistance to control the situation.

First aid is emergency treatment provided until medical help arrives. It is essential for child care personnel to develop competency in the techniques of first aid to meet emergency situations. In addition to being an integral part of this area, first aid competency must be developed through demonstration of approved methods and the acquisition of American Red Cross certification.

ESSENTIAL CONTENT INFORMATION

Information leading to the acquisition of competency and certification in first aid will be provided in the first aid text of the American Red Cross.

CHAPTER VII

ACTIVITY DEVELOPMENT

RATIONALE

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system the individual teacher can better organize his/her time to meet the individual needs of children.

When activity plans are written in a uniform fashion a volunteer, substitute, or aide can become familiar with what is being done. In addition, the file cards provide a useful reference for future teaching of young children.

ESSENTIAL CONTENT INFORMATION

I. Components of an Activity Card.

A. Curriculum Area: e.g., Science.

B. Topic: The theme or area of study, e.g., Plants.

C. Teacher Goal: The overall purpose of the learning activity.

D. Performance Objective: The behavior(s) that the child should be able to perform upon completion of the activity.

E. Materials: A listing of all the items needed for carrying out the activity.

F. Procedure: A sequential listing of all the steps involved in carrying out the activity.

G. Evaluation: A critique of the activity to see whether the performance objectives were accomplished. The evaluation would also include statements useful for future reference about how the activity could be improved, appropriateness to this group level, etc.

II. Setting Up the Activity Card File.

A. A Suggested Curriculum Division.

1. Art.
2. Body Skills.
3. Family.
4. Health.
5. Language.
6. Mathematics.
7. Music.
8. Nutrition.
9. Play.
10. Safety.
11. Science.
12. Self-Concept.
13. Social Science.

B. Procedures for Developing the Activity Card File.

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.

III. Activity File Card.

Reduced Sample:

Curriculum Area
(Topic)

Teacher Goal:

Objective(s):

Materials:

Procedures:

Evaluation:

SAMPLE ACTIVITY FILE CARD - SAFETY

Curriculum Area

Safety
Slide Usage

Teacher Goal: Develop safe habits for playing on the slide.

Objective(s): While playing on the slide, each child will demonstrate appropriate behavior by: 1) holding onto the ladder while sliding, 2) sitting down to slide, 3) moving away from the bottom of the slide, and 4) waiting until the person at the top of the slide starts downward before climbing to the top of the slide.

Materials: Slide.

Procedure: Discuss safety and playing safely on the slide. Demonstrate or have a child demonstrate the proper way to play on the slide. Play "follow-the-leader" for each child to demonstrate proper prodedures. Follow-up with a discussion.

Evaluation: Continue to remind children not to crowd on the ladder. Very good overall.

CHAPTER VIII

LEARNING ACTIVITIES

RESOURCE UNIT DEVELOPMENT

Develop a file of five (5) resource units for teaching various concepts of safety. These units should be written on 5" x 8" cards for use with the activity file cards which specify the information for teaching the concepts.

Each resource unit will include the "Resource Unit Card" and "Activity File Cards" for teaching the concept. (Use the standard "Resource Unit Card" and the standard "Activity File Card" developed for the CDA program.)

TO BE TURNED IN:

Duplicates of the five "Resource Unit Cards."

NOTE: Activity File Cards to teach the concepts listed on the "Resource Unit Cards" should be developed, but are not to be turned in as a part of this assignment.

RESOURCE UNIT CARD

(Reduced Sample)

Learning Center:			Curriculum Area:		
Concept	Books, Stories, Films	Poems, Finger-plays	Songs, Rhythms, Records	Dramatic Play Themes	Outdoor Activities

(Reverse Side)

Learning Center:			Curriculum Area:		
Concept	Art Activities	Field Trips	Cooking Experiences	Community Visitors	Other

SAFETY RESOURCES INVENTORY

Take an inventory of the materials that you presently have in your room that can be used in the child's learning of safety concepts. Write down at least ten of these. Then do the following with each of the ten items:

1. State the safety concept that a child could learn with that item.

2. Briefly describe the way in which the item could be used (by the teacher or the child) for learning that safety concept.

The format for this assignment is illustrated on the following page.

TO BE TURNED IN:

Your completed inventory form.

Material	Concept to be Learned	How the Item Will be Used for Learning

RESOURCE INVENTORY ADDITIONS

Refer to Learning Activity #2: Safety Resource Inventory. Think of other materials that could be added to expand your safety center, and write these down on the attached form.

Select ten of these items, and write beside each the safety concept that could be taught and the way the item could be used for learning the concept.

TO BE TURNED IN:

Your completed Inventory Additions Form.

Material to be Added	Concept to be Learned	How the Item Will be Used for Learning

Learning Activity #3
(Continued)

LEARNING CENTER - SAFETY

Evaluate the learning center for safety in your classroom according to the criteria listed on the attached form. If the center is not currently being used, evaluate it when it is in operation.

To complete the assignment, refer to the qualities found in a good learning center and your resource inventory.

TO BE TURNED IN:

The completed evaluation form of the learning center.

OBSERVATION GUIDE FOR LEARNING CENTERS

I. Interest Centers (general)

A. List the interest centers you see.
B. Are they easily identified? How?
C. Are the quiet centers separated away from the noisy areas?
D. Are they attractive and inviting?
E. Which has attracted the most children? Fewest?

II. Materials and Equipment

A. Is there a good variety?
B. Are materials available to the children?
C. Are they appropriate to the development needs of the children?

III. Pupil-Teacher Interaction

A. What is the pupil-teacher ratio?
B. Do the children behave well when the teacher is looking and badly when the teacher is not watching? Which ones?
C. Does the teacher ever physically express affection for the children?
D. Are concern and understanding expressed for the overly-aggressive child? Tell about it.
E. Are there any "loners" among the children? Who? Can you explain their behavior? Do you notice any adult interaction with these children?
F. Look for positive guidance techniques which are used.
G. How are transition times handled?

1. Is there an advance notice given?
2. Were the children lined up or did they move naturally under supervision?
3. How were the slower children handled?

IV. Safety Learning Center

A. What learning centers are available?
B. Is there a safety center?
C. Is it arranged as a distinct learning center within the environment?
D. Is it together or separate from similar areas?
E. Are there materials available for experiences in the safety center?
F. Is the center arranged to allow the child to explore independently?
G. Is the center attractive and inviting?
H. Is there anything in it that could serve to stimulate curiosity?
I. Are there currently safety experiences for self-selected activities?
J. Are there currently-planned safety experiences for group activities?
K. List all the equipment that you see in the safety center. Are many children attracted to it? Can you suggest any additions or improvements?

V. Physical Setting

A. Draw a diagram of the room, locating all learning centers. Specifically note the placement of the safety center.

B. What changes could be made in the room to improve the physical arrangement and utilization of the safety center? Be specific.

ACTIVITY FILE CARDS

Develop at least five (5) activities for children in safety. Use the uniform activity file card developed by the CDA program for writing up your activities.

(Reduced Sample Card)

Curriculum Area (Topic)
Teacher Goal:
Objective(s):
Materials:
Procedures:
Evaluation:

TO BE TURNED IN:

Duplicates of the five activity cards, after the activities have been presented.

CONSTRUCTION OF VISUAL AIDS

A. Instructions

1. Construct a visual aid for safety.

2. The visual aid will be used for teaching a concept from one of the activity file cards that you developed for Learning Activity #5.

B. Evaluation

After your visual aid has been used, evaluate it according to the following:

a. Effectiveness in teaching the stated goal and concepts for the content area, according to your activity file cards.

b. Attractiveness, durability, originality.

TO BE TURNED IN:

1. A neatly-written description and sketch of the visual aid.

2. A neatly-written description of your evaluation of the visual aid.

COMMUNITY VISITOR - SAFETY

Invite a person in a safety profession from your community to come to your center to talk about or teach some aspect of safety. This person could be a policeman, fireman, lifeguard, etc.

EVALUATION:

After the person has talked to your class, evaluate the effectiveness of the presentation according to the following:

1. Did the theme of the safety professional's visit fit into your program for the week?

2. Did you prepare the children well enough beforehand so that they benefitted from the visit?

3. Did you prepare the professional for the visit so that he/she was able to communicate well with the children?

4. Give an example of one child's behavior which showed that he/she learned something from the guest.

5. Could you have done anything differently in preparing for your guest that would have made the visit more effective for the children?

6. What follow-up activities have you done to reinforce the principles or concepts presented by the visitor?

TO BE TURNED IN:

A written evaluation of the visit of a safety professional to your classroom, which includes items 1 through 6 of Evaluation, plus any other important information.

PLANNING AND CONDUCTING A FIELD TRIP FOR YOUNG CHILDREN

All students are to plan and conduct a field trip for the various groups of preschool children by completing the following steps:

A. Select and plan a field trip appropriate for your group of preschool children, according to the criteria given for their learning of safety concepts.

B. Write a report, in outline form, describing what you did for each step.

C. Fill out the safety checklist (attached).

D. Discuss, in a short paragraph, how your planning for the trip could have been improved.

TO BE TURNED IN:

1. A report, in outline form, on a field trip which you actually conducted with your children.

2. A short paragraph describing how your planning could have been improved.

3. Safety checklist.

HOW TO PLAN A FIELD TRIP

1. Decide on the purpose of the field trip (in this case, the children's learning of safety concepts), and decide whether this is the best way for achieving your learning goal. Among the general questions to ask yourself in regard to a field trip are the following:

   a. Is the length of time required appropriate for the age of the children? Will their routines of eating and sleeping be disturbed? Will they become overtired?

   b. Are the learning experiences to be gained appropriate for the age of the children?

   c. Is this an experience that the children have already had with their parents?

   d. Is the security of any child going to be threatened by leaving school with a stranger who might be helping with the field trip?

2. When a field trip is decided upon as an effective way for helping the children learn certain concepts or gain specific understandings, then list and clarify the objectives for the trip.

3. Select appropriate destination.

4. Obtain administrative approval. Investigate and observe school policies.

5. Contact the place to be visited. Get the name of your contact and discuss the following:

   a. Date
   b. Time of arrival
   c. Duration of trip
   d. Size of group (number of children and adults)
   e. Purpose of trip

6. Make a preliminary visit to gain a better understanding of what the location has to offer. Checklist for preliminary trip:

   a. Anticipate safety hazards
   b. Outline itinerary
   c. Obtain available materials (brochures, literature or pictures)
   d. Determine whether the site fulfills the purposes of the trip
   e. Make detailed plans

7. Confirm the trip by letter or telephone.

8. Obtain written permission from parents. Use forms which state that you will take every reasonable precaution to safeguard the child, but should any unavoidable accident occur, the parent will not hold you or the center responsible. Also, include the following information in "A letter to the parents":

   a. Date
   b. Time
   c. Destination
   d. Means of transportation
   e. The need for money, snack or sack lunch
   f. Appropriate clothing

9. Plan with the children. Tell them beforehand about the trip. This depends on the age of the children and how "big" or important the trip is. Yet never announce it more than two (2) weeks ahead, even for five-year-olds. Stimulate their curiosity by asking open-ended questions, showing appropriate pictures, posters or objects. Draw out questions from them on what they would like to find out. If you use a calendar with the children, let them mark it to indicate the day of the trip. Every day let the children count up to see how many more days until the trip.

10. Arrange transportation. If private cars are used, be sure that the parents have adequate liability insurance. Arrange to have two adults in each car, with one in the back seat. If the children are walking, the number of adults will vary according to the children's ages--with three-year-olds, one adult to two children; with four- and five-year-olds, one adult to four children.

11. Plan again with the children before departure. Use the following checklist:

    a. Dress (button-up, shoes tied)
    b. Name tags (if used)
    c. Behavior on bus or in cars
    d. Courtesy while there
    e. Safety rules
    f. Everyone go to the bathroom

12. After the trip:

    a. Make sure parents sign volunteer sheet.
    b. Talk about the trip with the children.
    c. Plan and execute follow-up activities.
    d. Make your own evaluation of the trip.

        1. Were questions (formulated before the trip) answered?
        2. Were there other questions that could have been asked, but were not?
        3. Did the trip meet your objectives?

    e. Write thank-you letter to the host.

SAFETY CHECKLIST FOR TEACHERS PLANNING AN EXCURSION

		YES	NO
1.	Did you plan the trip carefully with the class and with all adults accompanying the children?	____	____
2.	Did you make arrangements for the children to get to their homes safely if the trip should extend longer than planned?	____	____
3.	Are the drivers licensed, competent and insured? Are the vehicles in good condition and insured?	____	____
4.	Did you instruct the children about their conduct in a vehicle? (No moving around once vehicle starts, no hands or arms out windows, no throwing things out windows, remaining in seats.)	____	____
5.	Do children have proper means of identification? (Badge, ribbon, I.D. card, buddy system, group leader, patrols.)	____	____
6.	Do you plan a roll call at various times during the trip?	____	____
7.	Do you have enough adults to supervise the group?	____	____
8.	Do you have a first aid kit with you, and a person trained in administering first aid?	____	____
9.	Did you double check to make sure all pupils going on the trip have signed permission slips on file?	____	____
10.	Did you inform your children to dress for the occasion and for the weather?	____	____
11.	Will there be sufficient time to make the return trip during normal attendance time?	____	____

		YES	NO
12.	Did you make it clear to the group ahead of time that if anyone should be separated from the group, all should meet at a certain time and at a designated place?	____	____
13.	Have you made it clear that you will not permit undesirable behavior during the trip?	____	____
14.	Do you know what to do in event of accident or illness while on the trip?	____	____
15.	Have you checked loading and unloading areas?	____	____
16.	Has special provision been made for handicapped pupils?	____	____
17.	Have pupils made a code of safety for use on field trips?	____	____
18.	Have you planned an evaluation of the trip from the standpoint of safety?	____	____

MEETING INDIVIDUAL NEEDS THROUGH SAFETY

Safety activities have many purposes. It is the teacher's responsibility to develop and make available a variety of creative experiences to meet individual needs of children.

On the attached form, list the type activity, the need to be met, and the reason for selecting the activity for each type of child.

TO BE TURNED IN:

Your completed form.

Type Child	Activity	Need Met	Reason
Meticulous (concerned with staying clean)			
Withdrawn			
Non-Verbal			
Aggressive, Over-Active			
Skilled in Fine Motor Development			
Skilled in Large Motor Development			
Unskilled in Fine Motor Development			
Unskilled in Large Motor Development			

VALUES OF ACTIVITIES

Evaluate the five activities you completed in Learning Activity #5 according to the attached form.

TO BE TURNED IN:

Five completed forms on the activities.

VALUES OF ACTIVITIES

Activity Observed:_____

1. Of what value was this experience for the total development of the child? CHECK ONLY THOSE VALUES THAT THIS ACTIVITY WOULD PROVIDE FOR THE CHILD.

a.	Sensory experience	_____
b.	Exploration	_____
c.	Satisfaction and enjoyment	_____
d.	Self-expression	_____
e.	Manipulation	_____
f.	Emotional release	_____
g.	Exercise imagination and initiative	_____
h.	Good work habits	_____
i.	Learning Experience	_____
j.	Skill and concentration	_____
k.	Eye-hand coordination	_____
l.	Harmony, rhythm and balance	_____
m.	Insight into own feelings	_____
n.	Development of large muscles	_____
o.	Development of small muscles	_____

2. Can you think of any other values that this activity could provide for young children? Please list.

3. For what age level do you think this activity is most appropriate? Why?

4. What variations of this activity could you use in your classroom? Please describe two.

   a.

   b.

EVALUATION OF

SAFETY ACTIVITIES IN THE PROGRAM

Visit a child development or day care center and observe its activities relating to safety. Evaluate what you observed according to the questions on the attached form.

TO BE TURNED IN:

Your completed form.

SAFETY ACTIVITIES IN THE PROGRAM

EVALUATION

1. Did the safety activities fit into the daily schedule in terms of active and quiet periods?

2. Did the activities involve the entire class, two or three small groups, one small group, or individual children only?

3. Were the children motivated? That is, did the teacher arouse their interest first?

4. Did each activity appear to be suitable to the developmental level of each child?

5. Did the teacher give needed help (as with how to handle tools), or enough structure to the activity, but not to the extent of unduly restricting creative expression?

6. Did the teacher use any direct guidance? Was it verbal or physical?

7. Did the teacher use any reinforcement techniques? Give exact quote.

8. Did the children appear to enjoy the activity?

9. Were they being creative? What evidence was there?

10. Were the children given an opportunity for exploration with the safety medium?

11. Did the children appear to be getting satisfaction and enjoyment from this activity?

12. What other benefits can you name from this learning activity?

STORIES FOR SAFETY

Select three children's stories which contain safety concepts. Read these stories to your class and evaluate each one according to the following evaluation form.

TO BE TURNED IN:

Your completed evaluation forms.

EVALUATION

CHILDREN'S BOOKS

TITLE:
AUTHOR:
CONCEPT:

	Fair	Good	Excellent
Was it interesting?			
Was its length appropriate (5 to 15 min.)?			
Were the pictures simple and appealing?			
How well did it teach the concept?			

Your comments:

SAFETY SURVEY OF THE PRESCHOOL ENVIRONMENT

Survey the total environment of the preschool where you teach for safety hazards. Look carefully, both inside and outside, for equipment or situations that could be dangerous to the children, e.g., swings that are not cemented firmly in the ground, a broken gate, chemicals of any type that are left in children's reach, a broken toy, etc. Find out who at your center is responsible for the correction of the hazard and do what you can to see that a dangerous situation is changed or that broken and unsafe equipment is repaired or removed. Then do the following for each of the potentially hazardous things that you find:

1. List the hazard.

2. State the position of the person who is responsible for its correction: director, teacher, janitor, etc.

3. Give the date on which the hazard was corrected.

TO BE TURNED IN:

The completed form on the attached page.

SAFETY SURVEY

Name_____ Center_____

Safety Hazard	Position of Person Responsible for Correction of Hazard	Date on Which Hazard Corrected

DRILLS FOR EMERGENCY SITUATIONS

Plan and conduct an emergency drill in your center for both a fire and a tornado. The appropriate preparation for emergency drills is very important. It must include a discussion with the children about what is going to happen and the rules they are to follow during the drill.

TO BE TURNED IN:

1. A floor plan of your center showing the exit pattern for a fire and a floor plan showing the "under cover" pattern for a tornado.

2. A written step-by-step description of what is to be done both in case of a fire and in case of a tornado at your center. These descriptions should be posted beside your evacuation patterns in the center.

3. A written evaluation of both the fire drill and the tornado drill that you held. Include the following:

   a. Did the children clearly understand what they were to do or were they confused?

   b. Was the drill performed quickly enough to be safe?

   c. Was the traffic pattern for exiting the best for your center or could it be improved?

   d. What could you have done to improve each of the two emergency drills?

CHAPTER IX

SUPPLEMENTAL MATERIALS

SAFETY FOR YOUNG CHILDREN

SUPPLEMENTAL MATERIALS

BOOKS - REFERENCE

1. Aaron, J. E., et al.
   First Aid and Emergency Care.
   New York: Macmillan Publishing Company, 1972.

2. Bolden, LeRoy.
   Safety.
   Palo Alto, California: Behavioral Research Laboratories, 1972.

3. Child Care.
   Newark, New Jersey: ROCOM, Division of Hoffman-LaRoche, Inc., 1975.

4. Draper, M. Wanda and H. E. Draper.
   Caring for Children.
   Peoria, Illinois: Charles A. Bennett Company, 1975.

5. Fontana, Vincent.
   A Parents' Guide to Child Safety.
   New York: Thomas Y. Crowell, 1973.

6. Guides for Day Care Licensing.
   Washington, D. C: U. S. Department of Health, Education and Welfare, 1973.

7. Hudson, Ian, M. D. and Thomas Gordon.
   What to do Until the Doctor Comes.
   Philadelphia: Averbach Publishers, 1970.

8. Igel, B. Haller.
   First Aid.
   Palo Alto, California: Behavioral Research Laboratories, 1972.

9. Leeper, Sarah, et al.
   Good Schools for Young Children.
   New York: Macmillan Publishing Company, 1974.

10. Standards for Day Care Centers and Family Day Care Homes.
Oklahoma City: Department of Institutions, Social and Rehabilitative Services, 1971.

11. Throop, Sara.
Health and Safety for the Young Child.
Belmont, California: Fearon Publishers, Inc., 1974.

12. Todd, Vivian E. and Helen Hefferman.
The Years Before School.
New York: Macmillan Publishing Company, 1970.

PAMPHLETS: MAJOR SOURCES

Accident Prevention Committee
American Academy of Pediatrics, Inc.
1081 Hinman Avenue
Evanston, Illinois 60204

1. Protect Your Baby.
   Free

American Home Economics Association
2010 Massachusetts Avenue N. W.
Washington, D. C. 20036

2. The Babysitter's Code.
   Free

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

3. Your Baby's Eyes.
   Being, Lois.
   Free

Channing L. Bete Company, Inc.
Greenfield, Massachusetts 01301

4. About Babysitting (Safety Angles Everyone Should Know).
   Free

Gerber Products Company
Box 33
Fremont, Michigan 49412

5. A Handbook of Child Safety.
   Free

Metropolitan Life
One Madison Avenue
New York, New York 10010

6. Caution: Babies Learning.
   Free

7. Panic or Plan?
   Free

8. Your Child's Safety.
   Free

Oklahoma State Department of Health
N. E. 10th and Stonewall
Oklahoma City, Oklahoma 73105

9. Your Baby's Safety and You.
   Free

Proctor and Gamble
Cincinnati, Ohio 45201

10. Protecting Infants and Toddlers from Accidents.
    Free

U. S. Consumer Product Safety Commission
Washington, D. C. 20207

11. Crib Safety: Keep Them on the Safe Side.
    Free

AUDIO-VISUAL RESOURCES

FILMS

Long Island Film Studies
P. O. Box P
Brightwaters, New York 11718

1. Lead Poisoning: The Hidden Epidemic.
   Color, 10 minutes.
   Presents a history of this problem, its effect on children, and the need for concern on the part of adults.

Oklahoma State Department of Health — Free on loan
Film Library
N. E. 10th and Stonewall
Oklahoma City, Oklahoma 73105

2. First Aid Now.
   Color, 28 minutes.

3. First Aid on the Spot.
   B/W, 10 minutes.

4. Focus: Your Poison Center.
   B/W, 30 minutes.
   Discusses the function of the Oklahoma Poison Center and offers recommendations to follow when it is known (or suspected) that a poisonous substance has been ingested.

5. Somebody Call an Ambulance.
   Color, 25 minutes.
   General information on ambulance services, or lack of same, particularly in rural areas.

New York University Film Library
26 Washington Place
New York, New York 10003

6. Growing Up Safely. Rental: $20.00
Color, 25 minutes.
Shows a young child in the home and neighborhood, and shows methods for helping children develop safety sense.

FILMSTRIP

Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

1. Health and Safety. Series Price: $58.00
   Set of five color filmstrips and cassettes.
   This set presents an overview of how to care for a child's health, how to guard against illness and accident and how to treat common symptoms of childhood sickness and injury.

RESOURCE ORGANIZATIONS

1. American Academy of Pediatrics
   1081 Hinman Avenue
   Evanston, Illinois 60204

2. American Humane Association, Children's Division
   P. O. Box 1266
   Denver, Colorado 80201
   (A national organization that will refer you to local affiliated services.)

3. The American Speech and Hearing Association
   9030 Old Georgetown Road
   Washington, D. C. 20014
   301/530-3400

4. Association for Childhood Education International
   3615 Wisconsin Avenue N. W.
   Washington, D. C. 20016
   (Publishes Childhood Education)

5. Children's Bureau
   U. S. Department of Health, Education and Welfare
   330 Independence Avenue S. W.
   Washington, D. C. 20201

6. Child Study Association of America, Inc.
   9 East 89th Street
   New York, New York 10028

7. Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10000
212/254-7410

8. The Council for Exceptional Children
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

9. Day Care and Child Development Council of America, Inc.
1401 K Street N. W.
Washington, D. C. 20005

10. Family Service Association of America (Mental Health Problems)
44 East 23rd Street
New York, New York 10010
212/674-6100

11. Information Retrieval Center on the Disadvantaged
Yeshiva University
55 Fifth Avenue
New York, New York 10003

12. The National Association for Mental Health, Inc.
Box 610
Lawrence, Kansas 66044
913/842-1909

13. National Association for the Education of Young Children
1834 Connecticut Avenue N. W.
Washington, D. C. 20009
(Publishes Young Children)

14. National Association of Hearing and Speech Agencies
919 18th Street N. W.
Washington, D. C. 20014
202/295-3844

15. National Education Association
1201 16th Street N. W.
Washington, D. C. 20036

16. The National Foundation March of Dimes
P. O. Box 2000
White Plains, New York 10602
914/428-7100

17. Office of Child Development
U. S. Department of Health, Education and Welfare
P. O. Box 1182
Washington, D. C. 20013
(Publishes Children Today)

18. Office of Education
Bureau of Education for the Handicapped
Seventh and D Streets S. W.
Washington, D. C. 20202

19. Public Affairs Committee
318 Park Avenue South
New York, New York 10016